

## Lamar Elementary

214 North Darlington St.  
Lamar, South Carolina 29069

<b>Grades</b>	PK-3 Elementary School	
<b>Enrollment</b>	395 Students	
<b>Principal</b>	Garry Flowers	843-326-7575
<b>Superintendent</b>	Dr. Rainey Knight	843-398-5200
<b>Board Chair</b>	Mr. Warren Jeffords	843-326-5970

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	24	83	38

## IMPROVEMENT RATING

N/A

## ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Excellent	No
<b>2004</b>	Average	Below Average	Yes
<b>2005</b>	Below Average	Unsatisfactory	Yes
<b>2006</b>	Below Average	N/A	Yes

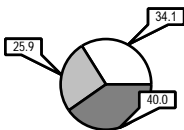
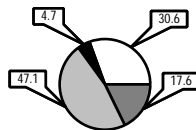
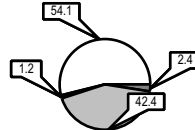
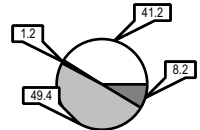
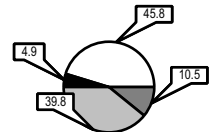
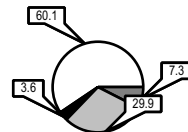
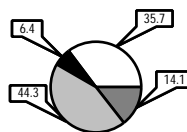
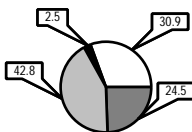
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

N/A

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	93	98.9	33.3	26.2	40.5	0.0	44.0	Yes	Yes
<b>Gender</b>									
Male	48	100.0	42.2	28.9	28.9	0.0	35.6	N/A	N/A
Female	45	97.8	23.1	23.1	53.8	0.0	53.8	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	22	100.0	10.0	25.0	65.0	0.0	65.0	I/S	I/S
African American	71	98.6	40.6	26.6	32.8	0.0	37.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	72	100.0	24.6	27.7	47.7	0.0	50.8	N/A	N/A
Disabled	21	95.2	63.2	21.1	15.8	0.0	21.1	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	93	98.9	33.3	26.2	40.5	0.0	44.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	93	98.9	33.3	26.2	40.5	0.0	44.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	80	98.8	34.7	26.4	38.9	0.0	43.1	Yes	Yes
Full-pay meals	13	100.0	25.0	25.0	50.0	0.0	50.0	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	93	100.0	30.6	47.1	17.6	4.7	35.3	Yes	Yes
<b>Gender</b>									
Male	48	100.0	37.8	35.6	20.0	6.7	37.8	N/A	N/A
Female	45	100.0	22.5	60.0	15.0	2.5	32.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	22	100.0	15.0	40.0	30.0	15.0	60.0	I/S	I/S
African American	71	100.0	35.4	49.2	13.8	1.5	27.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	72	100.0	21.5	50.8	21.5	6.2	44.6	N/A	N/A
Disabled	21	100.0	60.0	35.0	5.0	0.0	5.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	93	100.0	30.6	47.1	17.6	4.7	35.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	93	100.0	30.6	47.1	17.6	4.7	35.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	80	100.0	31.5	50.7	13.7	4.1	31.5	Yes	Yes
Full-pay meals	13	100.0	25.0	25.0	41.7	8.3	58.3	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	93	100.0	54.1	42.4	2.4	1.2	3.5
<b>Gender</b>							
Male	48	100.0	60.0	33.3	4.4	2.2	6.7
Female	45	100.0	47.5	52.5	0.0	0.0	0.0
<b>Racial/Ethnic Group</b>							
White	22	100.0	20.0	70.0	5.0	5.0	10.0
African American	71	100.0	64.6	33.8	1.5	0.0	1.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	72	100.0	44.6	50.8	3.1	1.5	4.6
Disabled	21	100.0	85.0	15.0	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	93	100.0	54.1	42.4	2.4	1.2	3.5
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	93	100.0	54.1	42.4	2.4	1.2	3.5
<b>Socio-Economic Status</b>							
Subsidized meals	80	100.0	57.5	39.7	1.4	1.4	2.7
Full-pay meals	13	100.0	33.3	58.3	8.3	0.0	8.3

<b>Social Studies</b>							
All Students	93	100.0	41.2	49.4	8.2	1.2	9.4
<b>Gender</b>							
Male	48	100.0	51.1	37.8	8.9	2.2	11.1
Female	45	100.0	30.0	62.5	7.5	0.0	7.5
<b>Racial/Ethnic Group</b>							
White	22	100.0	20.0	60.0	15.0	5.0	20.0
African American	71	100.0	47.7	46.2	6.2	0.0	6.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	72	100.0	33.8	55.4	9.2	1.5	10.8
Disabled	21	100.0	65.0	30.0	5.0	0.0	5.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	93	100.0	41.2	49.4	8.2	1.2	9.4
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	93	100.0	41.2	49.4	8.2	1.2	9.4
<b>Socio-Economic Status</b>							
Subsidized meals	80	100.0	42.5	49.3	8.2	0.0	8.2
Full-pay meals	13	100.0	33.3	50.0	8.3	8.3	16.7

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	73	100.0	31.9	50.7	17.4	0.0	17.4
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	93	98.9	33.3	26.2	40.5	0.0	40.5
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	73	100.0	26.1	66.7	4.3	2.9	7.2
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	93	100.0	30.6	47.1	17.6	4.7	22.4
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	73	100.0	60.9	34.8	4.3	0.0	4.3
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	93	100.0	54.1	42.4	2.4	1.2	3.5
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	73	100.0	46.4	49.3	4.3	0.0	4.3
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	93	100.0	41.2	49.4	8.2	1.2	9.4
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 395)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.8%	Down from 3.8%	4.0%	2.8%
Attendance rate	96.3%	Up from 95.9%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 6.9%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 5.5%	0.0%	0.0%
Eligible for gifted and talented	6.4%	Up from 1.4%	4.0%	10.4%
On academic plans	N/A	N/AV	49.0%	33.6%
On academic probation	N/A	N/AV	2.1%	1.0%
With disabilities other than speech	10.2%	Down from 12.0%	7.2%	7.5%
Older than usual for grade	0.3%	Down from 0.9%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 27)</b>				
Teachers with advanced degrees	63.0%	Down from 76.9%	51.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	14.3%	N/A	4.7%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 4.2%	2.4%	0.0%
Teachers returning from previous year	86.1%	Down from 87.7%	84.2%	87.3%
Teacher attendance rate	96.9%	Up from 96.0%	94.6%	94.9%
Average teacher salary	\$44,263	Up 0.1%	\$41,427	\$42,485
Prof. development days/teacher	23.4 days	Up from 18.1 days	14.2 days	13.3 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 19.0 to 1	16.5 to 1	18.6 to 1
Prime instructional time	89.8%	Up from 89.4%	88.5%	89.7%
Dollars spent per pupil*	\$7,521	Up 6.8%	\$7,491	\$6,557
Percent of expenditures for teacher salaries*	68.9%	Down from 73.5%	61.3%	64.0%
Percent of expenditures for instruction*	75.9%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	No change	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.0%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The staff at Lamar Elementary School started the 2005-2006 school year with much anticipation and excitement. Through Title One assistance, hard work, and dedication Lamar Elementary accomplished the following:

Lamar Elementary School met Adequate Yearly Progress for the 2004-2005 school year. This meant that we were no longer a choice school. An after-school program was funded by the district for third graders. In the third year of a Comprehensive School Reform Grant, the Lightspan program continued to include all grades. The home deployment system continued to put PlayStations with standards-based CDs in homes. A Student Success Team was set up to assist students that need extra help in Reading and Math. Interventions were provided to assist these students.

Through the State Improvement Grant, Lamar Elementary took part in year one of PBIS in the areas of reading and behavior. All students were assessed using the DIBELS Reading Assessment three times during the school year. All new teachers were trained in the Dominie Reading Assessment. A monthly Principal's Chat continued to help better communicate with parents. All students in grades 1 - 3 received small group reading instruction with leveled books through the Rigby Reading Series and with Title One Assistance.

Mrs. Ginger Windham was named Teacher of the Year. Of our 29 teachers, 21 have advanced degrees. Nine hold a Master's Degree plus Thirty, 10 hold a Master's Degree and 2 hold doctorates. One teacher is National Board Certified and five more are participating in the process.

The Lamar Elementary PTA supported the school by helping fund a Family Fun Day, Teacher Appreciation Week, and various other needs of the school. The School Improvement Council was active and helped shape the school climate to strengthen the instructional program. The School Improvement Council also helped write a five-year plan for improvement.

We at Lamar Elementary will continue to strive to educate all students and be a positive influence to the community.

Garry Flowers, Principal

Ondrea Sansbury, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	28	84	59
Percent satisfied with learning environment	82.1%	88.0%	75.9%
Percent satisfied with social and physical environment	53.6%	74.7%	83.1%
Percent satisfied with school-home relations	50.0%	81.3%	87.9%

\*Only students at the highest elementary school grade level at this school and their parents were included.